

# Song activity instructions

## 1B All Over the World

Choosing the correct word (1 30))

### Language

Places vocabulary

- Give every student a worksheet.
- Explain the activity. Sts have to listen and choose between two words in the box on the right.
- Go through the pairs of words from the song and check the meaning and pronunciation of each one.
- Play the song once. Let Sts compare their answers with a partner. Repeat if necessary. Play the song again to check answers, going through the song line by line. Sts then write the correct words in the song.

2 radio 3 street 4 the USA 5 sea 6 Paris  
7 Hamburg 8 New York 9 place 10 time

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

## 2C Please Don't Go

Listening for specific words (1 73))

### Language

Feelings

- Give every student a worksheet. Ask Sts to tell you what they think is happening in the picture.
- Go through the words in **bold** in the song and check the meaning and pronunciation of each one.
- Tell Sts that some of the words are right and some words are wrong. The first time they listen, they should just decide if they are right or wrong. Play the song once. Check answers.

3 ~~X~~ 4 ✓ 5 ~~X~~ 6 ~~X~~ 7 ✓ 8 ~~X~~ 9 ✓ 10 ~~X~~ 11 ~~X~~ 12 ~~X~~

- Now tell the Sts they are going to try to correct the wrong words with a word from the list. Play the song again. Let Sts compare their answers with a partner. Repeat if necessary.
- Check answers, going through the song line by line.

3 walk 5 go 6 stay 8 wonderful 10 down 11 baby  
12 now

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

## 3C Something Stupid

Rhyming words (2 23))

### Language

Rhyming words

- Check that Sts remember the sounds in the **Language** box either by using the **Sound Bank** on p.166 in the Student's Book or the *English File* pronunciation wall chart if you have it. Elicit example words for each sound.
- Give each student a worksheet and put Sts in pairs. Explain they should match a word from circle **A** with one from circle **B**, according to the sounds.
- Check answers.

2 d 3 a 4 e 5 f 6 g 7 h 8 c

- Write the sounds from the **Language** box on the board. Elicit the words from the circles with these sounds and feedback answers onto the board.

/ɑ:/ chance, dance  
/u:/ two, you, you, blue  
/aɪ/ lies, eyes, night, right  
/eɪ/ day, say / late, wait  
/e/ red, head

- Tell Sts that they are now going to listen to the song and that they have to put the words from **A** and **B** into the correct place in the song. Explain that, as with the majority of pop songs in English, the words at the end of each line rhyme. Play the song once for Sts to fill the gaps. Repeat if necessary. Check answers, going through the song line by line.

1 dance 2 chance 3 two 4 you 5 eyes 6 lies  
7 night 8 right 9 day 10 say 11 wait 12 late  
13 head 14 red 15 blue 16 you

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- Ask the class why the singer thinks it's stupid to say 'I love you' in the song.

Because it might be too serious too soon.

- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

## 4C Who Wants to Live Forever?

Listening for extra words (2 52))

### Language

Time expressions

- Give each student a worksheet and focus on **A**. Tell Sts that some of the numbered lines in **bold** have extra words.

- Play the song once for Sts to tick the **bold** lines which are correct.
- Play the song again for Sts to cross out the extra words. Repeat if necessary. Then check answers.

3 <del>X</del> here	6 ✓	9 <del>X</del> always
4 <del>X</del> real	7 <del>X</del> never	10 ✓
5 <del>X</del> always	8 <del>X</del> sweet	

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

## 5A Famous

### Predicting and listening for missing words (2 62))

#### Language

Verb phrases: *turn down, be famous*

- Give each student a worksheet and focus on **A**. Give Sts two minutes to complete the gaps with the words from the box.

2 see	3 want	4 read	5 be	6 forget	7 be
8 want	9 dance	10 sing	11 need		

- Focus on **B**. Play the song. Ask Sts to check their answers from **a** and to complete the song. Pause and replay as necessary.
- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

## 6C Lemon Tree

### Listening for the correct word (3 41))

#### Language

Phrases describing feelings and activities

- Give each student a worksheet. Go through the pairs of words in the column at the end of the lines and check the meaning and pronunciation of each one. Play the song once.
- Ask Sts to circle the word they hear. Play the song again for Sts to check their answers.
- Check answers with the whole class, going through the song line by line.

2 rainy	3 waiting	4 fast	5 happens	6 why
7 Yesterday	8 head	9 sitting	10 tired	11 good
12 how	13 sky			

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

## 7C Summer Nights

### Listening for missing words (3 63))

#### Language

Regular and irregular past forms

- Give each student a worksheet. Get Sts to look at the pictures and tell you what the couple are doing in each picture.
- Ask Sts to focus on **a**. Ask Sts to write the past simple positive form of the verbs. Check answers.
- Focus on **b**. Play the song and get Sts to fill in the gaps with a past simple positive or question form of the verbs from **a**. Pause and replay as necessary. Check answers.

2 met	3 Did...get	4 swam	5 ran	6 Was	7 Took
8 went	9 stayed	10 did...spend	11 told	12 made	

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

## 8B House of the Rising Sun

### Listening and matching halves of lines (4 20))

#### Language

Regular and irregular past forms

- Give each student a worksheet and ask Sts in the picture what they can see.
- Explain that the first halves of the lines from the song are on the left, and the second halves are on the right. Give Sts a few moments to read sentence halves 1–12 and a–l. Go through the words and check the meaning and pronunciation if necessary.
- Play the song for Sts to match the halves. Pause and replay as necessary. Check answers.

a	2 c	3 e	4 a	5 f	6 b	7 h	8 k	9 l	10 i	11 g	12 j
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- Go through the song, helping Sts to understand the meaning.
- Focus on **b**. Ask Sts to choose the correct words to complete the summary. Check answers

**b** 1 bad 2 much money 3 father 4 drank 5 left  
6 leave

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

## 9B Sugar Sugar

Rhyming words (4 41))

### Language

Vowel sounds

- Check that Sts remember the sounds above either by using the **Sound Bank** on p.166. of the Student's Book or the *English File* pronunciation wall chart if you have it. Elicit example words for each sound.
- Give each student a worksheet. Focus on **a**. Tell Sts that they are now going to listen to the song and that they have to decide if the pairs of words and the words with the same number in **bold** have the same vowel sounds. Play the song once for Sts to decide which sounds are the same and which are different. Repeat if necessary. Check answers, going through the song line by line.

3 ✓ 4 ✓ 5 ✗ 6 ✓ 7 ✗ 8 ✓ 9 ✓ 10 ✗

- Write the sounds from the **Language** box on the board. Elicit the words in **bold** and the words with part of the word in bold with these sounds and feedback answers onto the board.

/ɒ/ got, want	/u:/ you, true, knew
/ʌ/ honey, just	/ɪ/ little
/ʊ/ sugar	/aɪ/ life
/æ/ candy	/eɪ/ make, baby
/ɔ:/ pour, your	/əʊ/ over

- Focus on **b**. Ask Sts to match the words with the pictures and decide on the names for someone you love. Check answers.

**b** candy 6 honey 4 kiss 2 sunshine 3 pour 5 sugar 1  
Someone you love = honey, sugar, sunshine

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

## 10C Fortune Teller

Listening and ordering events (5 23))

### Language

Past forms and time expressions

- Give each student a worksheet. Get Sts to look at the pictures and tell you what they think is happening.
- Focus on **a**. Ask them to match the events and the pictures. Check answers.

**a** A3 B8 C2 D5 E7 F1 G6 H4

- Focus on **b**. Ask Sts to choose the correct words. Pause and replay as necessary. Check answers.

**b** 2 head 3 Son 4 next 5 eyes 6 day 7 lie  
8 looking at 9 happy 10 married

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

## 11B Don't Tell Me That It's Over

Listening for rhyming words (5 34))

### Language

Rhyming words

- Check that Sts remember the sounds above either by using the **Sound Bank** on p.166. of the Student's Book or the *English File* pronunciation wall chart if you have it. Elicit example words for each sound.
- Give each student a worksheet and put Sts in pairs. Explain they should write a word from the circle in one of the columns, according to the vowel sound. Feedback answers onto the board. Go through the pairs of words from the song and check the meaning and pronunciation of each one, if necessary.

/əʊ/ home, alone	/e/ best, mess
/ɪ:/ me, see	/eɪ/ day, away
/aɪ/ right, night	/u:/ too, do

- Focus on **b**. Tell Sts that they are now going to listen to the song and that they have to put the words from **a** into the correct place in the song. Explain that, as with the majority of pop songs in English, the words at the end of each line rhyme. Play the song once for Sts to fill the gaps. Pause and replay as necessary. Check answers, going through the song line by line.

2 best 3 do 4 too 5 alone 6 home 7 see  
8 me 9 right 10 day 11 away 12 night

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

## 12A Flashdance

Listening for information (5:50))

### Language

Verb phrases: *made of stone, hear the music*

- Give each student a worksheet. Get Sts to look at the picture and tell you what they think is happening.
- Focus on **a**. Explain that Sts should match a word in column **A** with a word or words in column **B** to form a phrase.

2 h 3 b 4 g 5 c 6 a 7 e 8 f

- Focus on **b**. Play the song for students to answer the question. Pause and replay as necessary. Check the answer.

answer = b

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.